



EXPERIENCE OF FOREIGN COUNTRIES IN GENERAL SECONDARY SCHOOLS IN TEACHING THE RULES OF "FUNDAMENTALS OF LIFE SAFETY"

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<p>Received: 6th August 2022 Accepted: 6th September 2022 Published: 8th October 2022</p>	<p>The national statehood and economic independence of our country, the high intellectual potential of our country play a special role in a wide range of political, legal, spiritual and educational activities, the protection of the population and regions from various emergencies, human safety and health. It has become one of the priorities of state policy.</p> <p>Studies conducted in many countries show that early warning, forecasting, and the development of precautionary measures can not only reduce the economic damage caused by adverse events, but also reduce the level of injuries among people, especially young people.</p> <p>According to the experience of dealing with the consequences of large-scale natural disasters and catastrophes (earthquakes, tsunamis, floods, etc.). In different countries of the world, the only solution to mitigate their consequences is to increase the readiness of the population to act in emergency situations.</p> <p>All of this is also related to daily (everyday) emergencies. In most cases, first aid to the victims is provided directly by those around them. Therefore, it is important to develop first aid skills for yourself and others in emergency situations.</p> <p>According to experts, the lack of timely and high-quality implementation of regulatory documents in this area, the inefficiency of the system of preparing the population to respond to earthquakes requires constant study and implementation of the experience of developed countries.</p>

Keywords: Education, upbringing, subject, system, situation, safety, rules, school, student, life, emergency situation, disaster, damage.

In the Republic of Uzbekistan, an important task is to prepare the population for emergency action and improve their skills in this regard. In order to further improve the existing system of preparing the population for action in emergency situations, to further improve the formation of skills for acting in emergency situations in the population, the experiments of a number of foreign countries were studied.

The subject "obj" has been taught to the school educational process of the Russian Federation since 1991 by a government decree in general educational institutions the subject "fundamentals of life safety" (Osnovi bezopasnosti jizni obj). In 1995, the program "fundamentals of the safety of preschool children" was developed, on the basis of which it was established to teach children to the rules of self-safety.

In 2017, the concept of teaching the discipline "fundamentals of the safety of life activity" was developed. This concept allows you to qualitatively develop the topic "obj" and create conditions for changing its status. The educational standards, programs and content of the Obj textbooks have been changed. Particular attention was paid to improving the quality of work of teachers of this discipline.

The educational process in secondary schools is carried out in accordance with the programs developed at the federal level and presented as the basis for the development of school work programs.

In accordance with the law of the Kyrgyz Republic "on civil protection", educational programs of the discipline "fundamentals of life safety", "obj" have been developed by the relevant ministries and departments for secondary schools of the Kyrgyz Republic.

With the support of international organizations (UNICEF, Aga-Khan Foundation in India, etc.), educational programs, methodological recommendations, teacher training program were developed.

Currently, for Grades 1-5 of secondary schools, the subject of obj is one of the main subjects, taught in the upper classes by integration into the composition of subjects.

In the Republic of Kazakhstan, the population makes good use of non-governmental sectors when moving during an earthquake. The activities of non-profit organizations in the preparation of the population for emergency situations give access to the population layers that are not covered by state organizations. In Kazakhstan, the Red Crescent Society has organized training courses, trainings that teach to act correctly during the earthquake, drawing up a family evacuation plan at the time of the earthquake, determining safe places in the house, rules for leaving the building to a safe area are taught through practical training.

In secondary schools of the state of Israel, students are focused on obtaining the necessary knowledge in the field of security during elective hours, as well as in the process of studying general educational disciplines. The most common courses are mandatory in many educational institutions in voluntary courses "Defense", "risky actions". In addition, in a number of schools, the activities of the circle "young polisiachi" are organized.

Note that each school chooses the appropriate course for itself, development, design of security systems and enters into an agreement with the company engaged in the installation, and also prepares permanent employees. The company's specialists train the school administration, teachers, and also prepare schoolchildren to act in emergency situations.

The Israeli government understands that every citizen of the country should be prepared for any surprises associated with events aimed at disturbing the peace, tranquility and order here. Therefore, schools provide for some activities to prepare for such situations.

In Israel, all schools are held special events, primarily in order to prevent victims from teaching the younger generation to act correctly in any extreme conditions. A special psychologist teaches children to help them cope with a stressful situation and dipression after experienced terrorist acts. Thus, qualified specialists provide psychological assistance to children.

In addition, in school training, skills for quick response to the onset of bombing were developed. All students will have to leave the room and go to the refuge very organized, disciplined and regularly, when a siren signal is given in any lesson unexpectedly for everyone.

In most Polish public schools, the security education course is designed to prepare a person as a person, regardless of profession, for a safe life in human society and a place in the social hierarchy. The main goal of the training course reflected in the program is to teach schoolchildren relevant knowledge on safety issues and normalize their behavior in extreme situations.

The acquired knowledge and formed skills can be used by schoolchildren in a real dangerous situation. An important goal of the curriculum is to form a habit of taking preventive measures that will allow schoolchildren to know threats in the modern world, avoid or reduce personal and global risks. Thirty-hour training is carried out at the third and fourth stage of schooling(upper grades).

In Japan, a system of focusing mainly on young people is effectively established when acting correctly in the event of an earthquake.

It is known that Japan is located in the highest seismic area. The state government takes the population seriously to act correctly in an earthquake and requires to always remain in a state of shay in emergency situations.

In Japanese homes, special footwear for each family member, such as flattery, radio communications or powered mobilalaka, Lantern, drinking water is maintained, and in the event of an earthquake, recommendations are made on how to wear this footwear, call for help through sympathies, radioalaka or mobilalaka, and use the lantern, so as not to injure the feet in the event of an earthquake.

Also, the center of the cities of Kyoto and Kobe "teaching the future generation to protection from natural disasters" has organized museums, simulators, special clothing and equipment displays designed for use in emergency events that teach to act correctly in situations such as earthquakes, drowning in water, fires, strong winds.

The population is prepared physically and psychologically in the directions of self-rescue, Mutual Rescue of each other, salvation of the other. In this case, the media are used as the main tool from educational methodological manuals. The main focus is on students learning to act correctly in emergency situations. In particular, every day, between 06:00-09:00, television shows a cartoon, a feature film, Games, training in the content of which reminds of an earthquake, fire, tsunami, the danger of a road traffic officer, an attitude towards nature and teaches how to act in them.

Each prefectural Department of Education has developed curricula designed for students in grades 1-6 and 7-9, colleges, lyceums and gymnasiums providing secondary education. For example, the Hyogo prefectural Department of Education has developed a tutorial called Living for Tumorow (living tomorrow), designed for students of different ages. This tutorial covers the natural disasters typical of the prefecture area and how to proceed when they occur.

Also in Japan, simulation rooms, landfill areas and museums are organized in educational institutions using the animation 3D system.

In the countries of the USA, Russia and South Korea, in the preparation of the population for proper movement in FVS, using a modern methodological base, visual aids and imitation tools, each training session is conducted in training rooms(trainer), where conditional FVS can occur.

In the Republic of Armenia, a "security program" was developed to provide security in schools, which included all questions on the levels of school security. Also, today in schools in the Republic, special attention is paid to the rules of rational movement of students in various accidents, especially during an earthquake.

The results of the study of the experience of Japan, South Korea, the USA, the Russian Federation, Indonesia and the Republic of Kazakhstan, in which seismic processes are active, are given special attention mainly to the physical and mental training of young people in the areas of "saving oneself, each other and oneself", attracting volunteers, organizing training courses.

In Indonesian schools, a new program called "rav-Gilit" or "for all classes" was developed and 10-hour civil protection training courses were established for students in grades 2.3.7.9.11.

A number of works are being carried out aimed at preventing emergency situations, teaching the population of our republic to act quickly correctly when they occur, and further development of work in the industry. In particular, by the decree of the Cabinet of Ministers of the Republic of Uzbekistan of September 9, 2019 No. 754 "on improving the procedure for training the population in emergency situations and in the field of civil protection", it was determined that the procedure for teaching all layers of the population of the Republic to act in emergency situations should be carried out systematically.

In particular, it is noted that students of general secondary education schools - during the school year, in accordance with the state educational standards and educational programs of general secondary education-are carried out in classes, sports games and competitions in the process of studying, as well as in training complexes of non-school educational institutions and Regional Centers for emergency action.

In conclusion, in the world there is a variety of natural, man-made and in conditions of an ever-increasing number of emergencies of an environmental nature, increasing the preparedness of the population in terms of emergency prevention, rather than eliminating them, the formation of their skills to act in emergency situations remains one of the most pressing problems of today.

The experience of foreign countries has further confirmed that the systems of emergency protection of the population and territories established by these countries can ensure the life activities of people and society, objects of the economy and infrastructures sufficiently efficiently in the event of emergency situations.

This necessitates further improvement of the system of preparation for action in emergency situations, the implementation of training and skills of the population through the introduction of new technologies, as well as the delivery of instant reports on emergency situations to them. The result of this is that in emergency situations among the population, victims are prevented and serve to reduce the amount of damage to their property.

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